DOCUMENT RESUME

ED 234 073 TM 830 557

TITLE	Development and Field Testing of an Inservice and Preservice Needs Assessment Instrument for Vocational Educators Who Teach and Work with Disadvantaged Students in Florida. Final Report, October 17, 1980 to June 30, 1982.
INSTITUTION	Florida International Univ., Miami.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE	1 Jul 82
GRANT	111450031
NOTE	70p.; Contains small print in some figures.
AVAILABLE FROM	School of Education, Div. of Vocational Education, Florida International University, Miami, Fl 33199 ($5.00)
PUB TYPE	Tests/Evaluation Instruments (160) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Disadvantaged Youth; *Evaluation Methods; Field Tests; Inservice Teacher Education; *Needs Assessment; Preservice Teacher Education; Secondary Education; *Test Construction; Two Year Colleges; *Vocational Education Teachers

ABSTRACT

This report describes the development of a needs assessment instrument designed to identify competencies necessary for vocational educators to successfully teach and work with disadvantaged students. The first part of the report summarizes a review of literature. Eleven studies are presented and referenced for further study. The second part of the report describes the activities of an advisory committee composed of 11 leaders from the State of Florida in the fields of special needs and vocational education. The development and refining processes involved in the needs assessment instrument are discussed. The field-test version of the instrument was distributed to 250 vocational classroom instructors (75%) and vocational program administrators (25%). A 62% rate of return was received, and the results were used to develop the final version of the training needs assessment instrument which is now available through the State of Florida. In the final needs assessment instrument 38 competencies (performance indicators) are arranged under six classifications headings: (1) program management, (2) curriculum modification, (3) classroom/laboratory management, (4) coordination with others, (5) remediation, and (6) classroom counseling. (PN)

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Development and Field Testing of an Inservice and Preservice Needs Assessment Instrument for Vocational Educators Who Teach and Work With Disadvantaged Students in Florida

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July 1, 1982

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DEVELOPMENT AND FIELD TESTING OF AN INSERVICE/PRESERVICE NEEDS ASSESSMENT INSTRUMENT FOR VOCATIONAL EDUCATORS WHO TEACH/WORK WITH DISADVANTAGED STUDENTS

Project # 1-1C31
Grant # 111450031

October 17, 1980 - June 30, 1982

FINAL REPORT

Project Director - Dr. Dominic A. Mohamed

Project Coordinator - John G. Juergens

Division of Vocational Education
Florida International University
Miami, Florida 33199

and

Special Needs Program Section
Division of Vocational Education
Department of Education
Tallahassee, Florida 32304

ACKNOWLEDGMENT

The director and coordinator of this project wish to express their gratitude to the members of the advisory task force which was formulated for this research effort. Their time and effort was vital to the successful completion of this project.

Gratitude is also expressed to Dr. James A. Barge and Dr. Sarah C. Hurst, Special Needs Section, Division of Vocational Education, Department of Education, for their invaluable guidance and support.

We would also like to express personal thanks to Lisa Pugliese, Project Secretary, for her untiring efforts to keep us organized and on-task.

The project reported herein was conducted pursuant to a grant from the Division of Vocational Education, Florida State Department of Education. Contractors undertaking such projects are encouraged to express freely their professional judgements in the conduct of the project. Points of view or opinions stated herein do not therefore necessarily represent the official position or policy of the Florida Department of Education.

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BACKGROUND OF THE PROJECT

Most teacher training colleges and universities, for the most part, provide preservice teacher education programs with little or no exposure or experiences related to the essential skills and knowledge on how to teach and work with disadvantaged students. Inservice teacher education workshops, seminars, conferences, etc. have been conducted over many years to all educational personnel on all levels as an attempt to meet the felt and recognized deficiencies in Florida. Whether or not the skills and knowledge gained through these inservice activities have made, or are making, any significant contribution to successful teaching/working with disadvantaged students has not yet been ascertained conclusively. Many of these inservice training programs have been developed and conducted by the universities, colleges, local educational agencies and state department of education personnel. There has not been a conclusive statewide needs assessment utilizing input from all personnel working with disadvantaged students. Therefore, the inservice and preservice training activities have not been identified, prioritized and conducted on the basis of a professional needs assessment.

PURPOSE OF THE PROJECT

The purpose of the project was to develop a needs assessment survey instrument which could be used to assess the statewide inservice and preservice training needs of vocational educators who teach and work with disadvantaged students. Data collected in future applications of the instrument will be helpful in planning, implementing, monitoring and evaluating vocational teacher inservice and preservice training activities.

DEFINITION OF A DISADVANTAGED PERSON

A disadvantaged person is one (other than handicapped) who has an academic, socioeconomic, economic or other disadvantage which prevents him/her from succeeding in a regular vocational program. Therefore, this person needs a program modification, supplemental services or special vocational programs in order to benefit from vocational education.

CLASSIFICATIONS OF DISADVANTAGED STUDENTS

Disadvantaged students can be classified in one or more of the following categories:

1. Academically Disadvantaged

   These individuals are not succeeding or cannot succeed in a regular vocational education program because of at least one educational deficiency.

2. Socioeconomically Disadvantaged

   These individuals, because of their background or experience have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

3. Economically Disadvantaged

   Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons. The effects tend to be clear and obvious to a vocational educator, and the countermeasure may require joint efforts with welfare and similar personnel.

OBJECTIVES OF THE PROJECT

The objectives of the project were:

1. to conduct a review of literature to determine what is being done or what has been done in other states to identify, determine, prioritize and implement the inservice and preservice training needs of vocational educators who teach/work with disadvantaged students;

2. to develop, design, adopt or adapt any appropriate survey instrument that would identify and prioritize the inservice and preservice training needs of vocational personnel working with disadvantaged students;

3. to field-test the needs assessment survey instrument to validate its ability to assess the inservice/preservice training needs of vocational educators who teach/work with disadvantaged students in Florida.

PROJECT METHODOLOGY

The methodology utilized in achieving project goals was as follows:

1. appoint and utilize an advisory committee to assist in the development, analysis and field-testing of the needs assessment survey instrument;

2. conduct a review of literature to identify and evaluate exemplary needs assessment instruments which could be adopted, adapted or otherwise utilized in the development of the needs assessment instrument;

3. submit tentative needs assessment instrument to the advisory committee for evaluation, analysis and recommendations;

4. utilize the recommendations of the advisory committee to develop a field-test version of the needs assessment instrument;

5. field-test the instrument and modify as needed;

6. develop finalized version of the needs assessment instrument utilizing the input gained in the field-test;

7. submit written final report of all project activities to the Department of Education/Division of Vocational Education.

APPOINTMENT OF ADVISORY COMMITTEE

The advisory task force was appointed by the State Director of Vocational Education. The task force was charged with the responsibility of assisting the project staff in:

1. the development, design and field-testing of a preservice and inservice training needs assessment instrument for vocational educators who teach/work with disadvantaged students in Florida's public schools and community/junior colleges, and

2. the recommendation of procedures for planning and conducting the preservice and inservice training activities to meet the identified needs.

Potential members of the task force were identified through exploratory conversations with the Special Needs Program Section Staff of the Division of Vocational Education, Florida Department of Education, and other members of the State Department of Education. Following DOE guidelines concerning the request of participation of district personnel, a recommended list of task force members was forwarded to the Director of the Division of Vocational Education, State Department of Education, for consideration and approval. Letters of appointment were sent from the office of the Director to a total of eleven educational leaders, creating the advisory task force for the project.

ACTIVITIES OF THE ADVISORY COMMITTEE

The Advisory Committee provided an invaluable service in the design, development and field-testing of the needs assessment instrument for vocational educators working with disadvantaged persons. The Committee met at Florida International University, Tamiami Campus, on December 15, 1981, and at the Pan American Bank Building, Tampa, on April 8, 1982 to evaluate the content and format of different drafts of the needs assessment instrument.

Additional Committee input was obtained from mailed versions of the assessment instrument produced during various stages of the project. The Advisory Committee also received and distributed copies of the field-test version of the instrument to other vocational educators to determine the validity and usability of the final instrument.

The activities of the two Advisory Committee meetings are described later in this report.

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

November 10, 1981

SAMPLE OF APPOINTMENT LETTER

Dear

On the recommendations of Dr. John A. Carpenter, Dean, School of Education, Florida International University and his vocational teacher educators and with the concurrence of our divisional staff in the Special Needs Program Section, I am pleased to request your appointment to serve on an advisory committee to assist in the development of a needs assessment instrument which will be used to determine inservice and preservice training needs of vocational education teachers who are teaching/working with disadvantaged students in the State.

The project is funded by the Division of Vocational Education, Department of Education through Florida International University. It is anticipated that there will be no more than three or four of these one-day meetings scheduled during the year. Travel, per diem and incidental expenses directly related to this project will be reimbursed by Florida International University.

If you are willing to serve, please notify Dr. Dominic A. Mohamed, Project Director, Florida International University, (305)554-338 or Mr. John Juergens, Project Coordinator, (305)554-3398.

Sincerely,

Joe D. Mills, Director
Division of Vocational Education

jbm

cc: Dean John A. Carpenter
Dr. Dominic A. Mohamed
Dr. Sarah Hurst
Dr. James Barge
Mr. John Juergens

Affirmative action/equal opportunity employer

ADVISORY COMMITTEE MEMBERS

Miles Bacon, Director
Vocational Education
Palm Beach County Schools
3323 Belvedere Rd.
West Palm Beach, FL 33401

Charles Downing, Supervisor
Vocational-Technical Education
Duval County Schools
1450 Flagler Ave.
Jacksonville, FL 32207

Dr. Paul Kretzchmar
Assistant Principal
Miami Lakes Technical School
5780 N.W. 158 St.
Miami Lakes, FL 33014

Peter Labruzzo, Director
Brewster Skills Center
105 W. Ross Ave.
Tampa, FL 33606

Meredith McCleary
Curriculum Supervisor
Broward County Schools
1350 S.W. 2nd Ct.
Ft. Lauderdale, FL 33312

Deborah Moss
Division of Vocational Education
Santa Fe Community College
Gainesville, FL 32602

Goldie Oross, Director
Vocational Education
Collier County Schools
3710 Estey Ave.
Naples, FL 33942

Eddie Pearson
Assistant Superintendent
Dade County Schools
1402 N.E. 2nd Ave.
Miami, FL 33132

Gloria Shumate, Director
St. Petersburg Vocational-
Technical Institute
901 34th St., South
St. Petersburg, FL 33711

EX-OFFICIO MEMBERS

Dr. James A. Barge, Director
Special Needs Section
Division of Vocational Education
Department of Education
Tallahassee, FL 32301

Dr. Sarah C. Hurst, Coordinator
Special Programs
Division of Vocational Education
Department of Education
Tallahassee, FL 32301

REVIEW OF THE LITERATURE

The purpose of this project was to develop and validate a statewide needs assessment instrument which could be used to determine the inservice/preservice training needs of vocational educators working with disadvantaged persons. The developed instrument is based upon a wide range of current knowledge concerning the identification and measurement of these needs. Consequently, a thorough search of the existing literature was conducted to examine research projects and identify those competencies which are involved when training vocational educators to work effectively with the disadvantaged persons.

The review of literature focused on those studies which are thoroughly validated and widely accepted in vocational education. The studies were examined using the following considerations.

1. What are the unique competencies necessary for working effectively with disadvantaged persons?
2. How are these competencies categorized and organized into a training needs assessment instrument?
3. How were these competencies, categories and completed needs assessments validated?
4. Which formats of needs assessment instruments are most usable and understandable for vocational educators?

This review was used to identify the common elements in current competency studies and utilize or adapt the research to develop an effective, validated instrument for use by vocational educators in Florida.

COMPETENCY STUDIES

Altfest (1975) developed a handbook for vocational administrators containing seven sections, each dealing with a specific aspect of students with special needs. Section (1) describes the process of identifying disadvantaged students, (2)--assessing the needs of these students, (3)--developing distinct priorities to meet students' needs in terms of personnel, special services, facilities, equipment and special programming, (4)--relationships between different elements of the vocational education process, (5)--use of community agencies in coordinating resources, (6)--discussion of specific prescriptions that have proven successful with disadvantaged students, (7)--evaluation and accountability efforts.

Andreyka (1976) identified 90 professional competencies important to vocational instructors and administrators for use in a competency-based vocational teacher education program in Florida. The list of competencies was developed by the Florida State University Vocational Education Department. The needs assessment survey instrument asked respondents to rate each competency on a scale of 1 to 6 ("very important" to "not important").

Phelps (1976) identified 32 tasks that teachers should be able to perform in order to teach students with special needs. A survey instrument was developed by a panel of 32 experts in vocational education and distributed to teachers and administrators in high schools and area vocational centers. As a result of the needs assessment, it was determined that all 32 competencies were vital to effective working with special needs students. The competencies were grouped under the following headings: Learner Identification and Analysis, Cooperative Instructional Arrangements, Instructional Resources, Cluster and Content Analysis, Instructional Planning, Instructional Implementation and Evaluation of Learner Progress.

Phelps, Evans, Abbas and Frison (1976) reported the results of a national teacher education workshop where ten teacher educators identified and rated 49 professional tasks required for effective teaching of special needs students. The tasks were classified into four major categories: (1) Assessing Program and Learner Needs, (2) Planning Instruction, (3) Implementing Instruction, (4) Evaluating Program and Instruction.

Meers (1977) developed a list of 102 competencies as part of a statewide teacher training program in Nebraska. The competencies were categorized under seven headings: (1) Program Planning, (2) Curriculum Development, (3) Method of Instruction, (4) Evaluation, (5) Guidance, (6) Human Relations and (7) Management of Learning and Behavior.

Russell (1977) developed a guide for developing needs assessment instruments for planning and implementing inservice training activities. The guide describes a fifteen step procedure: (1) Determining the scope and possible outcomes of the program, (2) Establishing decision rules, (3) Stating goals for each component, (4) Assigning priorities to the goals, (5) Conceptualizing the data collection process, (6) Obtaining measurement instruments, (7) Obtaining the superintendent's approval, (8) Collecting, summarizing and reporting the data, (9) Setting final performance standards, (10) Determining needs, (11) Determining the priorities among needs, (12) Determining the feasibility of the desired program, (13) Identifying the possible causes of existing weaknesses, (14) Developing program objectives and activities and (15) Reviewing the proposed programs.

Sheppard (1975) developed a survey instrument that asked respondents to rank order 16 teaching competencies they felt were important in teaching disadvantaged persons. The 108 respondents indicated that 13 of the 16 competencies were "very important".

Yung (1978) developed a needs assessment survey which asked vocational teachers to rate 42 professional competencies on a five-point scale (1 = unimportant, 5 = extremely important) and then to rate their confidence in performing this competency on another five-point scale (1 = unconfident, 5 = extremely competent). The instrument was piloted with 59 vocational education students. Other questionnaires were sent to a total of 350 vocational and special education personnel in 36 school districts in Arkansas. 24 out of 42 tasks had importance scores of 4.00 or above and only 3 competencies rated 3.70 or below. The confidence scores of the teachers ranged from 2.86 to 3.83.

Peak (1980) focused on identifying and synthesizing a large number of previously identified vocational special needs teacher competencies into an educational model. The model contained a matrix that organized the competencies into 12 domains. The domains identified were: (1) Educational needs of the student, (2) Personal needs of the student, (3) Classroom social environment, (4) Classroom physical environment, (5) Individualized education plan, (6) Course curriculum, (7) Instructional materials, (8) Special needs support services, (9) Parents, (10) Community, (11) Legislation and funding and (12) Continuing professional development. The instrument was designed to provide information for planning inservice training activities in Minnesota schools. Pilot test results indicated that the needs assessment instrument can provide useful data for making preservice/inservice training decisions.

Hamilton (1979) analyzed 20 major studies and developed a new approach to competency classification--one that enables teachers to use skills that can be generalized across many areas. The study by the National Center for Research in Vocational Education, Ohio State University, identified a total of 384 teaching competencies which were classified and combined

to produce a single list for teachers working with special needs students. The review and synthesis of literature identified several problem areas in current teacher competency identification. Many competencies: (1) did not encompass those needed to serve all of the special needs students who enroll in vocational programs, (2) often lacked the specificity necessary to organize the activities of teacher trainers, (3) were highly duplicated in various competency listings and (4) were of a general nature and not necessarily aimed at special needs groups.

The Ohio State project used the DACUM (Developing A Curriculum) process in developing the competencies. This is a "brainstorming" process which uses small groups of expert practitioners to analyze a vocational area and reach a consensus of the competencies necessary. The competencies were categorized into 15 broad competency areas: (1) Instructional planning, (2) Preparation of students for employability, (3) Materials selection and development, (4) Special instructional techniques, (5) Counseling, student self-awareness, self-concept, self-image, self-actualization, (6) Identification and diagnosis of students, (7) Communication, language and vocabulary, (8) Development of students' career planning skills, (9) Student evaluation, (10) Program evaluation, (11) Professional development, (12) Development of students' life-role competencies, (13) Modification of learning environment and physical setting, (14) Promotion of peer acceptance and (15) Program promotion.

Albright (1975) identified the competencies necessary for vocational education teachers who serve Ohio's special needs students. The goals of this Kent State University study were to identify teacher competencies, develop a comprehensive list of competencies and present project results to vocational teacher educators for incorporation in future preservice and inservice teacher training programs. 112 competencies were

identified, analyzed and organized into six major areas: (1) Program management-30 competencies, (2) Curriculum-19 competencies, (3) Classroom management-22 competencies, (4) Coordination-16 competencies, (5) Remediation-14 competencies and (6) Counseling-11 competencies.

Each of these major areas received a mean score, on the importance scale, of 3.80 or higher by all teachers surveyed, indicating in general, the 112 competencies to be of considerable importance. Of the six areas surveyed, the area of remediation received the highest mean, 4.11. In particular, 66 of the 112 competencies (or 59%) were perceived by teachers of all three programs as being of considerable importance, based upon a mean score of 3.70 or higher.

SYNTHESIS OF THE LITERATURE

An exhaustive review of the literature revealed a variety of needs assessment instruments which have been constructed, validated and utilized in other states, complete with critical evaluations and implications for vocational education, as well as noted instrument weaknesses. As the review of literature progressed, a common pattern emerged. While the research on the formulation of each assessment instrument appeared quite sound, most of the developmental projects perceived weaknesses in instrument usability. The following were particularly notable criticisms:

(1) A less than enthusiastic reception by many vocational education personnel,

(2) Respondent complaints that the instrument was too long, time-consuming and test-like,

(3) Respondent complaints of inadequate or difficult to understand instructions,

(4) Respondent difficulty in understanding abstract concepts of educational research and its technical jargon and

(5) A low percentage of return of completed instruments, imperilling the validity of conclusions made from too small a population sample.

ADVISORY COMMITTEE MEETINGS

December 15, 1981
April 8, 1982

NEEDS ASSESSMENT INSTRUMENT

Drafts
Field-Test Version
Final Version

20

FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305) ~~XXXXXXX~~ 554-3398

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

December 3, 1981

Dear

This letter is to confirm your appointment to our advisory committee for the vocational education project for the disadvantaged. Our first meeting will be on Tuesday, December 15, 1981 from 9:30 A.M. to 5:00 P.M.

As mentioned in the appointment letter from Mr. Mills, the committee will be assisting in the development and field-testing of a needs assessment instrument for use by vocational educators teaching the disadvantaged. To familiarize yourself with our activities, I have enclosed a sample working draft of the instrument along with background information on the project. Please consider and bring this to the December 15th meeting. I have also included a map of the FIU-Tamiami Campus. We will be meeting in the Athenaeum (library) Building, 2nd floor conference room, beginning at 9:30 A.M.

As previously discussed, your travel related expenses will be reimbursed through this project. If you have any questions regarding this, please contact me at the above listed number.

Sincerely,

John Juergens
Project Coordinator

JJ:lp
Enclosures

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

FIRST DRAFT OF NEEDS ASSESSMENT INSTRUMENT

The review and synthesis of literature was used to identify those competencies necessary for successfully teaching and working with disadvantaged students. The research identified hundreds of individual competencies which were examined and considered for inclusion utilizing the following procedure:

1. Identify those unique competencies specifically required by vocational educators who teach/work with disadvantaged students.
2. Clarify, combine or delete unnecessary, repetitious or overlapping competencies.
3. Organize individual competencies into a manageable group of competency areas or domains of learning.
4. Eliminate unnecessarily technical jargon for more effective use by vocational instructors with limited exposure to the language of educational research.

In the first draft of the needs assessment instrument, the competencies were grouped into thirteen learning areas or domains:

1. Serving the educational needs of the disadvantaged student.
2. Serving the personal needs of the disadvantaged student.
3. Serving the special needs of the linguistically handicapped student.
4. Serving the occupational needs of disadvantaged students.
5. Maintaining the classroom social environment.
6. Maintaining the classroom physical environment.
7. Planning a competency-based curriculum for the disadvantaged.
8. Using instructional materials to serve the disadvantaged.
9. Using Special Needs Programs support personnel.
10. Involving parents of the disadvantaged.
11. Developing community involvement.
12. Understanding legislation and funding for the disadvantaged.
13. Continuing professional development of the teacher of the disadvantaged.

The learning activities necessary for attaining each competency were organized into a four-phase process identified in

previous studies and utilized in an assessment instrument developed by the Minnesota Research and Development Center in 1980. These four phases are described below:

Assessment Phase - Identifying those needs of vocational educators within a competency area.

Planning Phase - Identifying those procedures necessary to meet those specific needs of vocational educators in each competency area.

Implementation Phase - The actual process of providing those activities necessary to meet specific needs within each area.

Evaluation Phase - Measuring the effectiveness of specific activities and procedures for meeting the training needs of vocational educators within a given competency area.

The respondents to the instrument were directed to indicate, on a scale of "A" to "E", their need for additional training for each phase of development in each of the thirteen competency areas.

This first draft of the needs assessment instrument was prepared in advance for consideration by the advisory committee in their first meeting, which was held at Florida International University on December 15, 1981.

INSERVICE/PRESERVICE TRAINING NEEDS ASSESSMENT INSTRUMENT FOR VOCATIONAL TEACHERS OF DISADVANTAGED STUDENTS

DIVISION OF VOCATIONAL EDUCATION

SCHOOL OF EDUCATION

FLORIDA INTERNATIONAL UNIVERSITY

John Juergens
Coordinator, Vocational Projects

Dr. Dominic A. Mohamed
Assistant Dean
Human Resources and Community College Development

INTRODUCTION

The needs assessment inventory is designed to help vocational educators identify their own training needs for more effective instruction of disadvantaged students. It identifies and describes twelve competencies (abilities--including knowledge, skills and attitudes) which research has indicated are necessary for meeting the special needs of these students.

The development of each of these competencies has been divided into four parts or phases. These phases are:

1. Assessment - What do you want to do? Identify and describe your goals to meet your needs.
2. Planning - How do you plan to do it? Outline the procedures and steps to meet your needs.
3. Implementation - The actual process of providing services and activities to carry out your plan.
4. Evaluation - How will you measure your success? How will you determine the adequacy, quality and effect of efforts to reach your goals?

These four phases represent the four steps required to identify and achieve a particular competency or ability.

This is not a test of your present abilities; it is a needs assessment instrument to identify specific areas of additional training which can help you become a more effective teacher of the disadvantaged. Information gathered from this instrument will be used to determine the content of future pre-service and in-service teacher training vocational activities.

DIRECTIONS

Below is a list of competency areas identified as essential in the teaching of the disadvantaged. Carefully read each competency description and consider how it applies to your particular situation. Then indicate the amount of additional training that you feel is needed to better serve your disadvantaged students. Indicate a priority of need on the A to E scale at the right of each competency. This must be done for all four phases of each competency (assessment, planning, implementation, evaluation).

Indicate the priority of each phase using the following A to E scale:

PHASE:	Top Priority A	High Need B	Moderate Need C	Low Need D	No Opinion E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

Completely darken the box that corresponds with your priority of need (A to E) for each phase of each competency.

Record any specific need identified.

I. COMPETENCY: Serving the Educational Needs of the Disadvantaged Student

The ability to enhance the disadvantaged student's knowledge, skills and attitudes in order to succeed in a given area of study.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A B C D E
Assessment	☐☐☐☐☐
Planning	☐☐☐☐☐
Implementation	☐☐☐☐☐
Evaluation	☐☐☐☐☐

II. COMPETENCY: Serving the Personal Needs of the Disadvantaged Student

The ability to help disadvantaged students improve and demonstrate their interpersonal relations, in order to improve their sense of well-being and increase their interaction with other people.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A B C D E
Assessment	☐☐☐☐☐
Planning	☐☐☐☐☐
Implementation	☐☐☐☐☐
Evaluation	☐☐☐☐☐

III. COMPETENCY: Serving the Special Needs of the Linguistically Handicapped Student

The ability to serve the needs of those students whose dominant language is other than English, helping them to bridge the language barrier limiting their success in vocational programs.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A B C D E
Assessment	☐☐☐☐☐
Planning	☐☐☐☐☐
Implementation	☐☐☐☐☐
Evaluation	☐☐☐☐☐

IV. COMPETENCY: Serving the Occupational Needs of Disadvantaged Students

The ability to identify and serve the career guidance and employability skills needs of those students disadvantaged by barriers to opportunity, language and/or cultural differences or lack of experience with free enterprise system.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

V. COMPETENCY: Maintaining the Classroom Social Environment

The ability to develop and maintain professional relationships between teachers and disadvantaged students to provide a proper disciplined learning environment.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

VI. COMPETENCY: Maintaining the Classroom Physical Environment

The ability to maintain or improve those physical characteristics of a room, laboratory, or building which affect its safety, security, or utilization of various equipment, materials and services.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

VII. COMPETENCY: Planning a Competency-Based Curriculum for the Disadvantaged

The ability to plan, write, or utilize goals, performance objectives, catalogs of procedures, lesson plans, and other competency-based teaching guides to determine what topics will be taught, how, when and to what level of achievement (including testing).
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

VIII. COMPETENCY: Using Instructional Materials to Serve the Disadvantaged

The ability to locate and use a wide variety of books, periodicals, professional journals, audio-visual equipment, consummables and hand-outs, both commercial and teacher-made to effectively conduct instructional activities for the disadvantaged.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

IX. COMPETENCY: Using "Special Needs" Support Personnel

The ability to use the services of educational and guidance resource specialists to enhance the learning experiences of disadvantaged students with special needs which cannot be adequately met by a teacher alone in a regular classroom.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

X. COMPETENCY: Involving Parents of the Disadvantaged

The ability to work with parents or guardians of disadvantaged students, in order to improve their child's learning experiences, behavior and motivation both at school and at home.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

XI. COMPETENCY: Developing Community Involvement

The ability to identify and use those persons, agencies and services available at the local, state and national levels which can improve the value and effectiveness of school experience for disadvantaged students.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

XII. COMPETENCY: Understanding Legislation and Funding for the Disadvantaged

The ability to identify and function under those legislative regulations which specify: 1)which persons are classified as disadvantaged and eligible for administration, funding and performance of services and 3)the legal rights and responsibilities of educators, the disadvantaged and their perents.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

XIII. COMPETENCY: Continuing Professional Development of the Teacher of the Disadvantaged

The ability and willingness the utilize those procedures, activities or materials presented in pre-service/in-service workshops or other professional training programs by which a vocational educator can continue to improve his/her ubility to educate the disadvantaged.
SPECIFIC NEED_____

_____

PHASE:	PRIORITY A	B	C	D	E
Assessment	☐	☐	☐	☐	☐
Planning	☐	☐	☐	☐	☐
Implementation	☐	☐	☐	☐	☐
Evaluation	☐	☐	☐	☐	☐

AGENDA

VOCATIONAL EDUCATION

NEEDS ASSESSMENT PROJECT

FOR THE DISADVANTAGED

FLORIDA INTERNATIONAL UNIVERSITY

Tuesday
December 15, 1981
Library Conference Room 244

9:30 a.m. Welcome - morning coffee

9:45 a.m. Introductions

10:00 a.m. Orientation to the project
1. Goals - Objectives
2. Definition of Disadvantaged
3. Case history of the project
   a) Project flowchart
   b) Review of literature
   c) Construction of sample needs assessment instrument

11:00 a.m. Validation of Needs Assessment Instrument
1. General matrix concept
2. Appropriateness of identified competencies
3. Additions or deletions

12:00 Lunch

1:15 p.m. Travel vouchers

1:30 p.m. Itemized consideration of needs assessment instrument
1. Competency modifications
2. Biographical section
3. Direction section
4. Delivery system section
5. Comments section
6. General format and layout
7. General readability

3:00 p.m. Establish most effective method to field-test with Florida vocational educators
1. Distribution of instrument
2. Size and nature of respondents
3. Methods of administration
4. Time frame

3:30 p.m. General discussion - administration, implementation and implication for future use in vocational education

3:45 p.m. Schedule second advisory committee meeting to evaluate results of statewide needs assessment survey

4:00 p.m. Conclusion - evaluation

RECAPITULATION OF FIRST ADVISORY COMMITTEE MEETING

The first meeting of the advisory committee was held at Florida International University on December 15, 1981. Copies of the first draft of the needs assessment instrument were made available to the committee in advance of the meeting.

During the meeting, the committee concluded that extensive revisions to the instrument would be necessary in order to be effective in identifying the additional training needs of vocational educators working with disadvantaged populations. The requested revisions were recorded as follows:

1. The instrument should be shortened and simplified.
2. The four developmental phases were deemed more relevant to educational research than to assessing the individual training needs of vocational instructors. It was recommended, therefore, that these phases be deleted in favor of a simpler arrangement.
3. Some competency areas were viewed as beyond the scope of vocational instructors in the classroom.
4. A simplified scale for identifying and prioritizing the additional training needs of vocational educators was suggested.
5. Further clarification of the directions for completion of the instrument was required.

It became apparent at the first committee meeting that extensive modifications to the instrument must be made in order to be effective. It was decided that a second draft of the instrument should be developed and circulated by mail to all committee members for review, prior to the scheduling of a second advisory committee meeting.

SECOND DRAFT OF NEEDS ASSESSMENT INSTRUMENT

The second draft of the needs assessment instrument was constructed utilizing the input obtained from the advisory committee members in the December 15, 1981 meeting at Florida International University. A further review of literature revealed additional competency studies which could be adopted or adapted to eliminate the inadequacies noted in the first draft. Of particular value were competency studies conducted by Ohio State University and Kent State University. A 1975 study identified 112 competencies necessary to successfully teach and work with disadvantaged persons. The competencies were organized into six classifications: Program Management, Curriculum, Classroom Management, Coordination, Remediation and Counseling. These classifications were incorporated into the second draft of the instrument with the following modifications to the individual competencies:

1. Competencies not viewed as directly relevant to vocational instructors were eliminated.
2. Competencies of a similar nature were combined and simplified.
3. Competencies generic to all teachers and not specifically geared to teachers of the disadvantaged students were eliminated.
4. Competencies more relevant to research personnel than to vocational classroom/laboratory teachers were deleted.
5. Competencies reflecting the special needs of disadvantaged persons in Florida were added.

The second draft of the needs assessment instrument was constructed as a composite of first draft material, the evaluations and recommendations of the advisory committee and Division of Vocational Education personnel and the competency studies previously described. The second draft was distributed by mail to the advisory committee for their examination and recommendations. Committee members were requested to conduct an item-by-item analysis of the individual competencies and to include any additional competencies they deemed necessary

to meet the needs of their respective organizations and institutions. Recommendations were also solicited for the choice of reply scale where vocational instructors can identify and prioritize their need for additional training in working effectively with disadvantaged persons.

The advisory committee's recommendations were incorporated into a third draft of the instrument which was again analyzed, item-by-item, at the second advisory committee meeting in Tampa, Florida on April 8th, 1982.

SECOND DRAFT

Program Management for the Disadvantaged

Use this space for changes.

1. Developing an awareness of the special needs of disadvantaged students.
2. Developing program philosophy and goals for working with the disadvantaged.
3. Modifying budgets and the ordering of supplies to meet the needs of disadvantaged students.
4. Improving record-keeping; maintaining a personal data file for each student.
5. Identifying learning disabilities in disadvantaged students.
6. Arranging field-trips for the disadvantaged.
7. Arranging student transportation.
8. Organizing extracurricular activities for disadvantaged students.
9. Conducting student follow-up studies.
10. Establishing a plan for continuing professional in-service training for meeting the needs of the disadvantaged.
11. Organizing and conducting a program review to determine the effectiveness of present vocational programs to meet the needs of the disadvantaged.

Developing Curriculum for the Disadvantaged

Use this space for changes.

1. Writing instructional objectives to meet specific needs of the disadvantaged.
2. Modifying unit and lesson plans for teaching disadvantaged students.
3. Identifying and administering appropriate diagnostic tests.
4. Interpreting the results of diagnostic tests.
5. Locating sources of instructional materials for disadvantaged students.
6. Selecting instructional materials for disadvantaged students.
7. Adjusting the reading level of existing instructional materials.
8. Utilizing audio-visual aids for use with disadvantaged students.
9. Organizing a unit of instruction on career guidance for disadvantaged students.
10. Locating and selecting bilingual instructional materials.
11. Developing a career guidance instructional unit for disadvantaged students.
12. Developing an instructional unit for time management and personal organization.
13. Developing an instructional unit on effective study skills.

Classroom Management and
Instructional Techniques for the
Disadvantaged

Use this space for changes.

1. Modifying lecture techniques for disadvantaged students.
2. Modifying demonstration techniques for disadvantaged students.
3. Modifying the physical arrangement of the classroom.
4. Helping students with personal problems. (moderate discussion of sensitive issues)
5. Identifying emotional factors that affect classroom environment.
6. Determining the effectiveness of your instruction with disadvantaged students.
7. Implementing team-teaching with other instructors.
8. Increasing the use of oral rather than written questions and testing techniques.
9. Employing role-playing and simulation techniques for use with disadvantaged students.
10. Gearing projects to the needs and interest of disadvantaged students.
11. Utilizing students as peer group tutors for disadvantaged students.
12. Helping students develop a sense of care and responsibility towards equipment and facilities.
13. Developing techniques for teaching disadvantaged students to work cooperatively.
14. Maintaining more effective discipline in to classroom.

Coordination With Others To Serve The Needs Of The Disadvantaged.

Use this space for changes.

Establishing a policy and procedure for job placement.

Identifying entry-level jobs in the community.

Maintaining relationships with prospective employers of disadvantaged students.

Developing public-relations activities and literature.

Conducting a parent-teacher conference (at-school)

Working with school guidance counselor to work more effectively with the disadvantaged.

Getting cooperation from other teachers outside your subject area.

Utilizing community resources (personnel and facilities) to meet special needs of disadvantaged students.

Providing Remedial Assistance
to Disadvantaged Students

Use this space for changes.

1. Identifying math or reading difficulties.
2. Incorporating remedial reading activities into vocational programs.
3. Incorporating remedial math instruction into vocational programs.

Counseling Disadvantaged Students

1. Interpreting the results of standardized tests.
2. Identifying and solving problems of drug abuse.
3. Develop techniques to improve student behavior.
4. Helping students with personal problems.
5. Improving student's health and sleep habits.
6. Providing career guidance for disadvantaged students.
7. Teaching disadvantaged students how to find a job.
8. Informing students of scholarships, grants, or other educational opportunities.
9. Referring students to guidance professionals.

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SCHOOL OF EDUCATION
OFFICE OF THE DEAN

MEMORANDUM

TO: Advisory Committee Members
Project for the Disadvantaged

DATE: March 8, 1982

FROM: John Juergens
Project Coordinator

SUBJECT: SECOND DRAFT OF NEEDS ASSESSMENT - SECOND MEETING OF ADVISORY COMMITTEE

I sincerely appreciate your assistance in reviewing this draft of the needs assessment for teachers of the disadvantaged. Enclosed is the core of the instrument, a listing of competencies organized into six major areas, as described below.

This needs assessment is designed for use by vocational instructors who work with the disadvantaged, and is to be used to determine the content of future preservice/inservice training. We are attempting to make the instrument as simple and easy to complete as possible, while still collecting all necessary information.

A further review of literature indicates that the most comprehensive study identifying competencies for teachers of the disadvantaged has been conducted in Ohio by Kent State University. The 1975 study identified 112 competencies organized into six umbrella areas: program management, curriculum, classroom management, coordination, remediation, and counseling. Keeping in mind our desire to develop a faster, easier to understand instrument, the following modifications were made.

1. Competencies not viewed as directly relevant to vocational instructors were eliminated.
2. Competencies of a similar nature were simplified and combined.
3. Competencies common to all teachers and not particularly geared to teachers of the disadvantaged were eliminated.
4. Competencies more relevant to administrators and researchers than to vocational instructors were eliminated.

The result of these modifications is the sample draft enclosed with this letter. As a member of the advisory committee, you can be of great service by reviewing the content of this second draft. Adequate space is provided so that a competency by competency analysis can be made. Please indicate your approval or disapproval of each item and any changes you recommend. Note also that I have enclosed samples of scales by which instructors can record their responses. Please indicate your choice or other suggestions.

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

When you have completed your review, please return the sample draft to me at the address below:

Mr. John Juergens
Florida International University
Division of Vocational Education
DM 493A - Tamiami Campus
Miami, Fl 33199

This will permit me to construct a third draft for your consideration at our second advisory meeting to be held on Thursday, April 8 at the Brewster Skills Center in Tampa. Please check your calendar and advise me if you can attend this meeting. At the meeting we will review the final draft and make the preparations for field-testing the instrument with Florida vocational instructors. The agenda for this meeting and suggestions for distributing the instrument for field-testing will be forthcoming.

I hope that this "pre-viewing" of the needs assessment by mail will eliminate possible problems and weaknesses and will make our April 8 th meeting a pleasant task. Please call me at (305) 554-3398 if you can attend this meeting.

Sincerely,

John G. Juergens
Project Coordinator

JGJ:mr

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Please recommend the type of scale you feel vocational instructors would prefer in recording their responses.

Directions (suggested)

Please indicate your need (or desire) for inservice training for each item

GREAT NEED	☐	ALREADY KNOW	☐
SOME NEED	☐	LITTLE NEED	☐
LITTLE NEED	☐	MEDIUM NEED	☐
NOT RELEVANT	☐	GREAT NEED	☐
ALREADY PROFICIENT	☐	ALREADY KNOW	☐
SOME NEED	☐	PRIORITY NEED	☐
GREAT NEED	☐	SOME NEED	☐
		LITTLE NEED	☐
		NO OPINION	☐

Suggestions:

FLORIDA INTERNATIONAL UNIVERSITY
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SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

AGENDA

Needs Assessment Project
For The Disadvantaged
Advisory Committee Meeting
Pan American Bank Building
Suite 309
Thursday, April 8, 1982

9:00 - 9:15	Introductions
9:15 - 9:30	Review of Project Goals 1. First advisory committee meeting, first draft of needs assessment instrument 2. Additional research and review of literature 3. Development of second draft of instrument 4. Committee review of second draft by mail
9:30 - 12:00	Consideration of Third Draft of Instrument 1. Competencies and grouping Item Analysis 2. Determination of scale to record responses 3. Determination of format for field review edition of instrument
12:00 - 1:00	Lunch
1:00 - 2:00	Field-Testing Procedures 1. Distribution methods- 2. Sampling methods 3. Time schedule of field-test
2:00 - 2:30	Final Conclusions and Considerations

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

RECAPITULATION OF SECOND ADVISORY COMMITTEE MEETING
and
THIRD DRAFT OF NEEDS ASSESSMENT INSTRUMENT

The third draft of the needs assessment instrument was presented to the advisory committee in Tampa on April 8, 1982. A painstaking item analysis of 47 essential competencies, organized into six umbrella areas,was conducted. The discussions produced the following modifications.

1. A brief description of each of the six competency areas was added to the instrument.
2. Each competency was examined to determine its relevancy to vocational instructors in Florida.
3. Many competencies were rewritten to facilitate their ease of understanding.
4. Competencies determined to be outside the responsibility of vocational instructors were eliminated.
5. Competencies which reflect the special needs of Florida vocational educators were added. These included competencies geared to the specific needs of Florida's large limited English proficient population.

A single 1 to 5 scale for recording responses was also recommended. The scale permits respondents to identify those competencies in which they are already proficient, as well as those which require additional training.

The results of this analysis were used to construct the fourth, or field-test version of the needs assessment instrument. Techniques for field-testing the completed instrument were discussed at the meeting's conclusion.

PURPOSE

The purpose of this survey is to help vocational instructors teach disadvantaged students more effectively. The results of this survey will be used to determine the content of future in-service or pre-service training programs. This is your opportunity to tell us what you want in training programs for teaching disadvantaged students.

DIRECTIONS

The training needs listed in this survey have been organized into six training areas; Program Management, Curriculum, Classroom Management, Coordination With Others, Remedial Assistance, and Counseling.
Please respond to each item in each area by drawing a circle around the letter that best indicates your need for training. Use the rating scale indicated below. Remember that all your answers are anonymous. DO NOT write your name on this survey form.

EXAMPLE (indicate scale)

AREA: Program Management (indicate scale)

1. Developing an awareness of the special instructional needs of disadvantaged students.
2. Setting program goals for working with disadvantaged students.
3. Developing and managing budgets to accomplish goals of vocational programs in meeting needs of the disadvantaged.
4. Developing individualized data files to measure progress of each student.
5. Identifying learning disabilities in disadvantaged students.
6. Arranging field-trips for disadvantaged students.
7. Organizing extracurricular activities for disadvantaged students.
8. Conducting student follow-up studies.
9. Participating in a plan for continuing professional in-service training for meeting the needs of disadvantaged students.
10. Evaluating the effectiveness of present vocational program in meeting the needs of the disadvantaged.

Indicate any additional need in the space below.

AREA: Curriculum (indicate scale)

1. Modifying instructional objectives to meet specific needs of the disadvantaged.
2. Preparing unit and lesson plans for teaching the disadvantaged.
3. Identifying, administering, and interpreting diagnostic tests.
4. Selecting instructional materials for disadvantaged students.
5. Utilizing audio-visual aids for use with disadvantaged students.
6. Developing an employability skills unit of instruction for disadvantaged students.
7. Developing a unit of instruction on effective study skills.
8. Providing instruction in time management and personal organization.

Indicate any additional need in the space below.

AREA: Classroom Management (indicate scale)

1. Improving lecture techniques for disadvantaged students.
2. Using demonstration techniques appropriate for disadvantaged students.
3. Arranging the classroom for effective instruction.
4. Developing a sensitivity toward the personal problems of disadvantaged students.
5. Developing an understanding of racial and cultural differences.
6. Using team-teaching techniques effectively.
7. Helping students with a limited English speaking ability succeed in vocational programs.
8. Using oral and written tests appropriate with disadvantaged students.
9. Becoming a positive role model for disadvantaged students.
10. Choosing projects of interest to disadvantaged students.
11. Using students as peer group tutors.
12. Establishing and maintaining an atmosphere of discipline and orderly learning.

Indicate any additional need in the space below.

AREA: Coordination with Others (indicate scale)

1. Implementing job placement procedures.
2. Identifying entry level jobs in the community.
3. Developing relationships with prospective employers of disadvantaged students.
4. Developing and conducting public relations activities.
5. Conducting parent-teacher conferences with the disadvantaged.
6. Working with the school guidance counselor to help disadvantaged students.
7. Cooperating with teachers outside your subject area in working with the disadvantaged.
8. Utilizing community resources to meet the special needs of the disadvantaged.

Indicate any additional need in the space below.

AREA: Remedial Assistance (indicate scale)

1. Identifying students with math or reading difficulties.
2. Incorporating remedial math or reading activities into vocational programs.
3. Working cooperatively with school specialists in helping disadvantaged students overcome specific deficiencies.

Indicate any additional need in the space below.

AREA: Counseling (Indicate scale)

1. Identifying problems of drug abuse with disadvantaged students.
2. Developing techniques to improve the work attitudes and behavior of disadvantaged students.
3. Providing career guidance for disadvantaged students.
4. Providing disadvantaged students with information on scholarships, grants, or other educational opportunities.
5. Interpreting without prejudice information in students cumulative folders.
6. Referring students to guidance professionals.

Indicate any additional need in the space beloe.

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STATEWIDE FIELD-TEST OF NEEDS ASSESSMENT INSTRUMENT

In order to ensure the validity and usability of the needs assessment instrument, a statewide field-test among Florida vocational educators was conducted.

FIELD-TEST SAMPLING PROCEDURES

A total of two hundred and fifty (250) copies of the field-test version were distributed to members of the advisory committee for dissemination to a stratified selection of vocational instructors and administrators. The sampling was stratified as follows:

1. Approximately 75% of the respondents were vocational classroom instructors.
2. Approximately 25% of the respondents were vocational program administrators.
3. Respondents were selected so as to achieve an equal representation of the following levels of vocational programs:
   a. senior high school programs,
   b. junior high school programs,
   c. post-secondary programs, including junior/community college programs,
   d. adult education programs at vocational-technical centers.

Completed instruments were collected by members of the advisory committee and returned by mail to Florida International University. Of the two hundred and fifty (250) copies disseminated, one hundred and fifty-six (156) usable surveys were returned. This amounts to a 62% rate of return from the field-test.

FIELD-TEST VERSION ONLY

IDENTIFICATION OF THE PRE-SERVICE AND IN-SERVICE TRAINING NEEDS OF VOCATIONAL TEACHERS WORKING WITH DISADVANTAGED STUDENTS

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

John G. Juergens
Project Coordinator

Dr. Dominic A. Mohamed
Project Director

INTRODUCTION:

This is a needs assessment instrument designed to gather preservice and inservice training needs of vocational educators who teach/work with disadvantaged students. The instrument is NOT a test or an evaluation of your knowledge, abilities, and effectiveness in working with disadvantaged students. It is a training needs assessment, the results of which will be used to plan and organize future preservice and inservice teacher training activities. THIS IS YOUR OPPORTUNITY TO TELL THE STATE UNIVERSITIES, THE STATE DEPARTMENT OF EDUCATION, AND THE LOCAL SCHOOL SYSTEMS WHAT YOU PERCEIVE AS TRAINING NEEDS OF TEACHERS TO TEACH/WORK MORE EFFECTIVELY WITH DISADVANTAGED STUDENTS

Please take a few minutes to fill out this instrument completely and return it in the enclosed stamped self-addressed envelope. The results of this instrument are confidential.

BIOGRAPHICAL INFORMATION:

The following items are very important as the information being requested will enable us to analyze the responses according to biographical data. Please read this section very carefully, fill it out as indicated, and record your responses.

Please circle the letter for each appropriate correct answer to the biographical questions below.

1. What is your present position?
   a. Vocational Teacher
   b. Vocational Teacher Educator
   c. Vocational Education Supervisor/Coordinator/Consultant
   d. Principal of a Comprehensive High School
   e. Area Vocational-Technical Center Director
   f. District Director of Vocational Education
   g. Other (please specify) _____

2. Educational Level
   a. Degree
   b. Non-degree

3. Years of experience as a teacher or administrator?
   a. less than one year
   b. one to five years
   c. six to ten years
   d. eleven to fifteen years
   e. more than fifteen years

4. The number of disadvantaged students in your program equals what % of enrollment?
   a. 1% to 25%
   b. 26% to 50%
   c. 51% to 75%
   d. 76% to 100%
   e. have no disadvantaged students

5. The grade level of your students?
   a. junior high school or middle school level
   b. senior high school level
   c. adult or vocational/technical school level
   d. community/ junior college level

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DIRECTIONS FOR COMPLETING THE NEEDS ASSESSMENT INSTRUMENT:

The following needs assessment instrument contains 36 possible needs for additional training. These needs have been organized into six catagories: PROGRAM MANAGEMENT, CURRICULUM MODIFICATION, CLASSROOM/LABORATORY MANAGEMENT, COORDINATION WITH OTHERS, REMEDIATION and CLASSROOM COUNSELING. Each catagory contains several individual training needs, and a scale from "A" to "E" to record the level of need you have for additional training. The letter "A" indicates the item is perceived as a Priority Need, "B" indicates Moderate Need, "C" indicates Low Need, "D" indicates you are Already Proficient, and the letter "E" indicates the item is not relevant to your needs.

DRAW A CIRCLE AROUND THE LETTER WHICH INDICATES YOUR LEVEL OF NEED FOR ADDITIONAL TRAINING FOR EACH ITEM.

EXAMPLE:

	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
Be a positive role model to disadvantaged students.	(A)	B	C	D	E

The answer above indicates the respondent felt his/her need for additional training was a priority need.

I. PROGRAM MANAGEMENT: Organize and utilize resources to meet the needs of disadvantaged students	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT
1. Develop an awareness of the special instructional needs of disadvantaged students.	A	B	C	D
2. Set program goals for working with disadvantaged students.	A	B	C	D
3. Develop and manage budgets to accomplish goals of vocational programs in meeting the needs of the disadvantaged.	A	B	C	D
4. Develop a system to monitor progress of each student.	A	B	C	D
5. Evaluate the effectiveness of present vocational programs in meeting the needs of the disadvantaged.	A	B	C	D
Additions:				

II. CURRICULUM MODIFICATION: Organize program services and activities to meet the needs of disadvantaged students	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT
6. Modify instruction to meet specific needs of the disadvantaged.	A	B	C	D
7. Identify and administer tests and interpret results.	A	B	C	D
8. Select appropriate instructional materials for disadvantaged students, including effective study and employability skills.	A	B	C	D
9. Utilize appropriate audio-visual aids with disadvantaged students.	A	B	C	D
10. Provide instruction on organization and time management for disadvantaged students.	A	B	C	D
Additions:				

	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT
III. CLASSROOM/LABORATORY MANAGEMENT: Organize and maintain individualized classroom/laboratory activities to achieve program objectives				
11. Utilize demonstration techniques appropriate for disadvantaged students.	A	B	C	D
12. Organize the classroom/laboratory for effective individualized instruction.	A	B	C	D
13. Demonstrate sensitivity to the individual problems of disadvantaged students.	A	B	C	D
14. Develop an understanding and appreciation of ethnic and cultural differences.	A	B	C	D
15. Utilize effective team-teaching techniques.	A	B	C	D
16. Develop and use appropriate methods of evaluating student performance.	A	B	C	D
17. Be a positive role model to disadvantaged students.	A	B	C	D
18. Select activities of interest to disadvantaged students.	A	B	C	D
19. Utilize students as peer tutors.	A	B	C	D
20. Establish and maintain discipline and an orderly learning environment.	A	B	C	D
21. Utilize feedback to provide positive reinforcement.	A	B	C	D
Additions:				

	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT
IV. COORDINATION WITH OTHERS: Develop and maintain cooperation/liaison with school, business, industry and community agencies and organizations				
22. Implement job placement procedures.	A	B	C	D
23. Identify entry level jobs in the community.	A	B	C	D
24. Develop positive relationships with prospective employers of disadvantaged students.	A	B	C	D
25. Develop and maintain public relations activities.	A	B	C	D
26. Conduct conferences with parents and significant others in relation to disadvantaged students.	A	B	C	D
27. Work with all school personnel to help disadvantaged students.	A	B	C	D
28. Utilize community resources to meet the special needs of the disadvantaged.	A	B	C	D
Additions:				

V. REMEDIATION: Assist students with academic deficiencies	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	RELEVANT
29. Identify students with academic deficiencies.	A	B	C	D	E
30. Identify academic deficiencies in disadvantaged students.	A	B	C	D	E
31. Incorporate remedial mathematics, reading and communications activities into vocational programs.	A	B	C	D	E

Additions:

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VI. CLASSROOM COUNSELING: Assist students with personal adjustment and career guidance	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	RELEVANT
32. Identify individual programs of disadvantaged students.	A	B	C	D	E
33. Develop techniques to improve the work attitudes and behavior of disadvantaged students.	A	B	C	D	E
34. Provide career information and guidance for disadvantaged students.	A	B	C	D	E
35. Provide disadvantaged students with information on financial aid and other educational opportunities.	A	B	C	D	E
36. Utilize objectively information in students' cumulative folders.	A	B	C	D	E

Additions:

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FOR INFORMATION CONTACT:

Florida International University
School of Education
John G. Juergens, Project Coordinator
DM493A
Tamiami Trail
Miami, Florida 33199
(305) 5543398

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FIELD-TEST CRITIQUE INSTRUCTIONS

Each group of field-test copies was accompanied by a cover letter explaining the purpose of the survey and instructions for its critique. Respondents were requested not to merely answer the survey questions, but to analyze each item according to the following criteria:

1. Introduction Section
   a. Are the directions easily understood?
   b. Is the purpose of the survey easily understood?
   c. Other comments about the directions.
2. Biographical Information
   a. Are areas shown which reflect your job responsibility?
   b. Are there areas you would like to add or delete?
3. Needs Assessment Competencies and Categories
   a. Do the competencies listed reflect your perceptions of the skills required to teach/work with disadvantaged persons?
   b. Are individual competencies properly grouped into the correct categories?
   c. Are there any deletions or additions you would like to make to the competencies?
   d. Are all items readily understandable?
   e. Do you understand the response scale used to record your answers? Any suggested changes?
   f. Overall evaluation of the entire survey including comments on content, format and appearance

Sample cover letters which accompanied the field-test are provided on the following pages.

STATE OF FLORIDA
DEPARTMENT OF EDUCATION

TALLAHASSEE 32301

RALPH D. TURLINGTON
COMMISSIONER

Joe D. Mills
Director
Division of Vocational Education

Dr. Dominic A. Mohamed, Associate Professor and Assistant Dean of Vocational Fducation, and John G. Juergens, Project Coordinator, Florida International University, Miami, Florida, are conducting a study that will provide essential information for planning statewide preservice and inservice training activities for persons preparing to teach or work with disadvantaged persons in vocational education.

The purpose of the study is to develop and field-test a needs assessment survey instrument to measure the additional training needs of vocational educators so they may teach or work with disadvantaged persons more effectively. Your response to the instrument will be most valuable to this study. All responses will be treated with strict confidentiality.

The Special Program Section, Division of Vocational Education, Department of Education supports this study and certainly encourages your cooperation in making it a success.

Sincerely,

J.A. Barge

J.A. Barge, Director
Special Programs

P.S. Please return the instrument to John Juergens in the Self-addressed, postage paid envelope no later than June 10, 1982.

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FLORIDA INTERNATIONAL UNIVERSITY
TAMIAMI CAMPUS • MIAMI, FLORIDA 33199 • (305)554-2711

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

SAMPLE DRAFT

Dear Educator:

Enclosed is a questionnaire for YOU to tell us what YOU want in in-service programs for vocational educators who teach disadvantaged students.

A most valid and consistant complaint by teachers is that in-service programs are designed by non-teachers, covering subjects often of no relevance to actual teaching situations. This short procedure can address that complaint.

Florida International University, Division of Vocational Education, has been funded through the Florida State Department of Education to develop a survey of needs for vocational educators teaching disadvantaged students. The purpose of the enclosed survey is to obtain information to be used to determine the content of future inservice training programs.

Your participation in this survey is extremely important in planning effective programs for you. Please take a few minutes to respond to this survey as explained in your instructions.

Thank you for your time and consideration.

Sincerely yours,

John G. Juergens
Project Coordinator

THE STATE UNIVERSITY SYSTEM OF FLORIDA
EQUAL OPPORTUNITY EMPLOYER

VTAE Vocational, Technical, and Adult Education

May 27, 1982

TO: Selected Individuals

FROM: Meredith E. McCleary
Curriculum Supervisor
Vocational Education Disadvantaged, Handicapped

RE: Critique of Needs Assessment Instrument

Attached is a copy of an instrument being developed by FIU for the purpose of assessing inservice needs of vocational teachers of disadvantaged students. The final document will assist all of us in providing inservices to meet your needs.

Your assistance is requested in reading through this instrument and providing your comments on how useful items are in assessing your needs.

Suggested areas for consideration are listed below:

1. Introduction

   a) Are the directions easily understood?
   b) Is the print easily understood?
   c) Other comments

2. Biographical Information

   a) Are areas shown which reflect your job responsibility?
   b) Do you think this area is needed?
   c) Other comments

3. Needs Assessment Categories and Content

Please write comments on the instrument, any ideas, disagreements, or concerns you may have on any of the items listed.

Example: Do you understand the rating or Do you find the areas listed being a function of vocational educators?

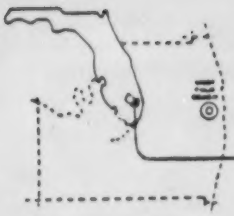
Overall, you may wish to comment on the amount of time it takes to complete the instrument or suggest new items to be considered as additions to the document.

Please complete and return to me no later than June 11, 1982. If you do not wish to do the review please return the instrument to this office immediately.

Thanks for your cooperation.

MEM/ela
Attachment

cc: D. Robert Boegli
Jane Leone
Principals



THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA

3323 BELVEDERE ROAD
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TELEPHONE 686-5000

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June 2, 1982

MEMORANDUM

TO: Dr. Ken Swain, Principal, Sabal Palm School
Mr. Tom Moran, Supervisor, Job Skill Center
Dr. Bill Thompson, Principal, Royal Palm School
Mr. Norman Lemstrom, Director, N.T.E.C.
Mr. Lee Perry, Director, S.T.E.C.
Mr. Roy Carter, Director, W.T.E.C.

FROM: E. Miles Bacon, Director (MB)
Vocational-Technical Education

SUBJECT: Needs Assessment Instrument for
Vocational Educators - Critique

The State Department of Education via Florida International University is in the process of determining what competencies are needed by teachers to teach/work effectively with disadvantaged students. The project centers about the development of a needs assessment instrument to be distributed to vocational teachers. The results of the survey is suppose to determine what the teacher competencies are that are needed.

We are asked to review the attached survey instrument for its content, kinds of questions asked, etc., that would provide the kinds of information the researchers feel they need. Do not answer the survey, yourself! Simply study it; make notes on it; delete questions, verbage or add questions you feel would be appropriate.

Please feel free to distribute copies to your teachers for their input as well and return them to my office by Monday, June 14, 1982.

If you have any questions about this project, please let me know.

EMB/cg

Enclosure

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RESULTS OF THE FIELD-TEST

The results of the field-test revealed that the needs assessment instrument was a valid and usable aid to determining the inservice/preservice training needs of vocational educators in Florida. The recommendations of the field-test respondents were incorporated into the final version of the instrument which is available for general use. A sample of the recommendations is provided below.

1. Include a detailed explanation of the meaning of "disadvantaged".
2. Add a competency describing use of bilingual teachers or aides.
3. Explain use of "feedback" - better definition of term.
4. Add competency or modify existing one to encompass developing greater understanding of ethnic and cultural characteristics and background.
5. Add a competency encompassing an information exchange for strategies determined to be successful in teaching limited English speaking students.
6. Question #32 should read "problems" instead of "programs".

Many responses were concerned with the actual wording of each competency and a desire to further clarify its meaning. It is interesting to note that nearly all field-test returns expressed satisfaction with the organization of the competency categories and with the choice of response scale.

The final draft of the needs assessment instrument incorporated the recommendations of over 150 field-test respondents. Their interpretations and responses expressed confidence that it is a valid and usable device for assessing the inservice/preservice training needs of vocational educators who teach and work with disadvantaged populations.

CONCLUSIONS AND IMPLICATIONS

This final report concludes a year-long project to design, develop and field-test a needs assessment instrument for vocational educators who teach and work with disadvantaged persons. It is based upon solid research conducted by Florida International University, and by a multitude of exploratory research projects conducted at other institutions. The advisory committee and the respondents to the statewide field-test have ensured the validity and usability of the assessment instrument.

Since the instrument is now available for general use by vocational educators throughout Florida, the project staff recommends that it be utilized as part of a statewide program of inservice seminars designed to improve the effectiveness of vocational educators working with disadvantaged populations.

Identification of the Preservice and Inservice Training Needs of Vocational Teachers Working with Disadvantaged Students

John G. Juergens
Project Coordinator
Dr. Dominic A. Mohamed
Project Director

SCHOOL OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

INTRODUCTION:

THIS IS NOT A TEST, or an evaluation of your knowledge, abilities or teaching effectiveness. This is a needs assessment survey designed to determine the inservice and preservice training needs of vocational educators who teach or work with disadvantaged students. The results of this assessment will be used to plan future inservice and preservice teacher training activities for vocational teachers of disadvantaged students. THIS IS YOUR OPPORTUNITY TO TELL THE STATE UNIVERSITIES, THE STATE DEPARTMENT OF EDUCATION, AND THE LOCAL SCHOOL SYSTEMS WHAT YOU PERCEIVE AS TRAINING NEEDS OF TEACHERS TO TEACH/WORK MORE EFFECTIVELY WITH DISADVANTAGED STUDENTS.

Before you begin, it is necessary to define the word "disadvantaged": A DISADVANTAGED PERSON IS ONE (OTHER THAN HANDICAPPED) WHO HAS ACADEMIC, SOCIOECONOMIC, OR OTHER DISADVANTAGES WHICH PREVENT HIM/HER FROM SUCCEEDING IN A REGULAR VOCATIONAL PROGRAM. Such persons, therefore, require program modifications, supplemental services or special programs in order to benefit from vocational education.

BIOGRAPHICAL INFORMATION:

The following items are very important as the information being requested will enable us to analyze the responses according to biographical data. Please read this section very carefully, fill it out as indicated, and record your responses below. Please circle the letter for each appropriate answer to the biographical questions below.

1. What is your present position?
   a. Vocational Teacher
   b. Vocational Teacher Educator
   c. Vocational Education Supervisor/Coordinator/Consultant
   d. Principal of a Comprehensive High School
   e. Area Vocational-Technical Center Director
   f. District Director of Vocational Education
   g. Other (please specify)_____
2. Educational Level
   a. Non-degree
   b. Degree (indicate major and level)_____
3. Years of experience as a teacher or administrator.
   a. less than one year
   b. one to five years
   c. six to ten years
   d. eleven to fifteen years
   e. more than fifteeen years
4. What percentage of your students are classified "disadvantaged" as described above?
   a. 1% to 25%
   b. 26% to 50%
   c. 51% to 75%
   d. 76% to 100%
   e. have no disadvantaged students
5. The grade level of your students.
   a. junior high school or midddle school level
   b. senior high school level
   c. adult or vocational/technical school level
   d. community/junior college level

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DIRECTIONS FOR COMPLETING THE NEEDS ASSESSMENT SURVEY:

The following needs assessment survey contains 38 possible needs for additional training. These needs have been organized into six categories: PROGRAM MANAGEMENT, CURRICULUM MODIFICATION, CLASSROOM/LABORATORY MANAGEMENT, COORDINATION WITH OTHERS, REMEDIATION and CLASSROOM COUNSELING. Each category contains several individual training needs, and a scale from "A" to "E" to record the level of need you have for additional training. The letter "A" indicates the item is perceived as a Priority Need, "B" indicates Moderate Need, "C" indicates Low Need, "D" indicates you are Already Proficient, and the letter "E" indicates the item is not relevant to your needs. **DRAW A CIRCLE AROUND THE LETTER WHICH INDICATES YOUR LEVEL OF NEED FOR ADDITIONAL TRAINING FOR EACH ITEM.**

	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
EXAMPLE: Be a positive role model to disadvantaged students.	(A)	B	C	D	E

The answer above indicates the respondent felt his/her need for additional training in this area was a priority need.

I. **PROGRAM MANAGEMENT:** Organize and utilize resources to meet the needs of disadvantaged students.

		YOUR NEED FOR TRAINING				
		PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
1.	Develop an awareness of the special instructional needs of disadvantaged students.	A	B	C	D	E
2.	Set program goals for working with disadvantaged students.	A	B	C	D	E
3.	Develop and manage budgets to accomplish goals of vocational programs in meeting the needs of the disadvantaged students.	A	B	C	D	E
4.	Develop a system to monitor progress of each student.	A	B	C	D	E
5.	Evaluate the effectiveness of present vocational programs in meeting the needs of the disadvantaged students.	A	B	C	D	E

Additional Need (Please specify): _____

II. **CURRICULUM MODIFICATION:** Organize program services and activities to meet the needs of disadvantaged students.

		YOUR NEED FOR TRAINING				
		PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
6.	Modify instruction to meet specific needs of the disadvantaged students.	A	B	C	D	E
7.	Identify and administer tests and interpret results.	A	B	C	D	E
8.	Select appropriate instructional materials for disadvantaged students, including effective study and employability skills.	A	B	C	D	E
9.	Utilize appropriate audio-visual aids with disadvantaged students.	A	B	C	D	E
10.	Provide instruction on organization and time management.	A	B	C	D	E

Additional Need (Please specify): _____

III. **CLASSROOM/LABORATORY MANAGEMENT:** Organize and maintain individualized classroom/laboratory activities to achieve program objectives.	YOUR NEED FOR TRAINING				
	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
11. Utilize demonstration techniques appropriate for disadvantaged students.	A	B	C	D	E
12. Organize the classroom/laboratory for effective individualized instruction.	A	B	C	D	E
13. Demonstrate sensitivity to the individual problems of disadvantaged students.	A	B	C	D	E
14. Develop an understanding and appreciation of ethnic and cultural differences.	A	B	C	D	E
15. Utilize effective team-teaching techniques.	A	B	C	D	E
16. Utilize bilingual teacher aides.	A	B	C	D	E
17. Develop and use appropriate methods of evaluating student performance.	A	B	C	D	E
18. Be a positive role model to disadvantaged students.	A	B	C	D	E
19. Select activities of interest to disadvantaged students.	A	B	C	D	E
20. Utilize students as peer tutors.	A	B	C	D	E
21. Establish and maintain discipline and an orderly learning environment.	A	B	C	D	E
22. Utilize feedback to provide positive reinforcement to disadvantaged students.	A	B	C	D	E

Additional Need (Please specify): _____

IV. **COORDINATION WITH OTHERS:** Develop and maintain cooperation/liaison with school, business, industry and community agencies and organization.	YOUR NEED FOR TRAINING				
	PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
23. Implement job placement procedures.	A	B	C	D	E
24. Identify entry-level jobs in the community.	A	B	C	D	E
25. Develop positive relationships with prospective employers of disadvantaged students.	A	B	C	D	E
26. Develop and maintain public relations activities.	A	B	C	D	E
27. Conduct conferences or other activities with parents and significant others in relation to disadvantaged students.	A	B	C	D	E
28. Work with all school personnel to help disadvantaged students.	A	B	C	D	E
29. Utilize community resources to meet the special needs of the disadvantaged students.	A	B	C	D	E
30. Develop and maintain an information exchange between successful programs for disadvantaged students..	A	B	C	D	E

Additional Need (Please specify): _____

V. REMEDIATION: Assist students with academic deficiencies.

		YOUR NEED FOR TRAINING				
		PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
31.	Identify students with academic deficiencies.	A	B	C	D	E
32.	Identify academic deficiencies in disadvantaged students.	A	B	C	D	E
33.	Incorporate remedial mathematics, reading and communications activities into vocational programs.	A	B	C	D	E

Additional Need (Please specify): _____

VI. CLASSROOM COUNSELING: Assist students with personal adjustment and career guidance.

		YOUR NEED FOR TRAINING				
		PRIORITY NEED	MODERATE NEED	LOW NEED	ALREADY PROFICIENT	NOT RELEVANT
34.	Identify individual problems of disadvantaged students.	A	B	C	D	E
35.	Develop techniques to improve the work attitudes and behavior of disadvantaged students.	A	B	C	D	E
36.	Provide career information and guidance for disadvantaged students.	A	B	C	D	E
37.	Provide disadvantaged students with information on financial aid and other educational opportunities.	A	B	C	D	E
38.	Utilize objectively the information in students' cumulative folders.	A	B	C	D	E

Additional Need (Please specify): _____

Indicate your willingness to attend additional training activities for more effective teaching/working with disadvantaged students.

	YOUR DESIRE TO ATTEND TRAINING		
	WILLING TO ATTEND	NOT WILLING	UNDECIDED
	A	B	C

FOR INFORMATION CONTACT:
Florida International University
School of Education
Dominic A. Mohamed, Project Director
Tamiami Trail
Miami, Florida 33199
(305) 554-3388

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